# INTEGRATED TALENT MANAGEMENT POLICY AND GUIDELINES

**Ref:** CO/04/0512/11

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<th>Name of Policy:</th>
<th>Integrated Talent Management Policy and Guidelines</th>
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<td>Reference Number:</td>
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| Custodian: | Executive Manager HR |
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1. **PREAMBLE**

The Strategic Plan (2007 - 2016) of the University seeks to position the University as an institution of choice for staff (Goal 6) and sets out the following as a strategy to be “a preferred employer”:

“In order to attract and retain top calibre staff and meet our equity objectives, the university will offer competitive conditions of employment, and opportunities to achieve career goals and develop the full potential of staff” (p 22)

The Integrated Talent Management policy derives from the high value placed by the University upon its staff and their central role to the University’s endeavours. Development of knowledge, skills and attitudes enhances the performance of staff in their current functions and prepares them for the emerging roles to which they will need to adapt.

In addition to institutional imperatives, this policy also emanates from the University having to address statutory education and training requirements such as those related to compliance with relevant legislation. Further, it allows the University to maximise its potential to secure and utilise available institutional, national and other resources like the Workplace Skills Levy for staff learning, training and development needs and activities.

2. **POLICY STATEMENTS**

2.1 The University recognizes the value of a performance-achievement oriented institutional culture that promotes employee productivity, engagement and development by aligning individual and team performance and developmental goals with the University’s strategic goals, and objectives. The Talent Management process is seen as a key tool to drive this process.

2.2 The University is committed to creating an enabling, equitable, supportive, and stimulating working environment, which values and empowers its employees at all levels. Employee learning, training and development is seen as an integral factor in achieving this commitment.

2.3 This policy sets out a comprehensive talent management approach for UKZN and defines the criteria for identification of talent; the performance management system; potential and levels of work; the talent review process; and talent development process with respect to induction and continuing professional development, training governance and development strategies aimed at nurturing talent.

3. **DEFINITION OF TERMS**

3.1 **Performance:** outputs/results delivered to clients, in accordance with the institutional definition of success.

3.2 **Potential:** the capacity, agility and willingness to learn new things, as well as being able to transfer them into performance in the current and future role.
3.3 **Leadership and specialisation levels:** the different levels of work which provide an indication of the complexity, value and impact of the role, as well as other level-specific factors.

3.4 **Talent:** individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next level of work. This potential is indicated by the willingness and ability to develop new skills and take on challenges that come with bigger jobs, whilst in current role. Therefore Talent = Performance + Potential x Leadership/Specialisation.

3.5 **Talent Development:** learning, training and developmental activities which are directed at improving competencies for the achievement of the University results. These activities should aim at enhancing the quality of work performance, unlocking the potential of employees and increasing job satisfaction, as well as enable the University to have a pool of suitably qualified talent for all levels.

3.6 **Talent Management:** a process of identifying, attracting, nurturing and retaining talent across the whole of University of KwaZulu-Natal (UKZN) – to ensure delivery of institutional priorities.

3.7 **Talent Pool:** a group of employees who are high performers and in addition have potential to advance to the next leadership/specialisation level.

3.8 **Integrated Talent Capability Framework:** A Capability Framework describes the broad competencies and behaviours that are required by UKZN to deliver on our strategic mandate. Mapping such a Capability Framework allows us to understand what skills, attributes and qualities we require now and in the future. This helps inform the attraction and selection, development, performance management and retention of our people and in turn assists our people better understand their development and broader career needs.

3.9 **Leadership:** an act or instance of leading, motivating, directing, guiding the behaviour of employees towards achieving a common goal.

3.10 **Leadership-Specialisation Capability Framework:** leadership/specialisation level-specific competencies that match to each requisite level of work - outlining competencies needed to perform at the level of complexity required by the role (now and three to five years from now).

3.11 **R.E.A.C.H:** the acronym for University of KwaZulu-Natal’s values - these values are: Respect; Excellence; Accountability; Client Orientation; and Honesty.

4. **PRINCIPLES**

Integrated talent management process will be developed in line with the following principles:

- **Alignment:** Talent management process will ensure that all people processes (i.e. promotions criteria) are linked and reflect the institution’s values (R.E.A.C.H) strategy and objectives – to ensure that institutional goals and strategies drive the quality and quantity of the talent needed.

- **Integration:** Talent management process will integrate with other people processes such as performance management; recruitment and selection;
learning, training and development; remuneration and benefits; and employment equity.

- **Clear roles and responsibilities:** Talent management process will be designed to enable leadership to manage talent for the institution and individuals to be responsible for managing their own performance, development and career advancement.

- **Fairness and Transparency:** Talent management process will facilitate the process of giving feedback, communicating expectations and being transparent, fair and consistent at all times.

- **Output-based:** The assessment of performance, potential, and level of work will be evidence-based and measured where possible against agreed predetermined benchmarks and outcomes – with periodic assessment and performance progress feedback being continuous.

5. **PURPOSE**

The purpose of the Integrated Talent Management Policy is to facilitate and promote the achievement of institutional objectives through a process of identifying, attracting, nurturing and retaining talent across the whole of University of KwaZulu-Natal (UKZN).

Therefore, the objectives of talent management policy are to:

- Ensure that UKZN attracts and retains high performing and committed talent which will enable it to achieve its strategic objectives through:
  - Ensuring a **continuous supply** (short-term & long term) of competent talent in key leadership and specialist roles
  - Enabling talent to **perform** at appropriate levels
  - Ensuring **development** & learning experiences address competencies (skills, knowledge and values) for different levels

- Clarify individual and team performance requirements, success indicators, standards and expectations leading to improved institutional quality, efficiency and effectiveness.

- Promote job fulfillment in a motivating and enabling environment by providing meaningful and challenging assignments to all our employees across different functions.

- Provide a fair and equitable transparent way to recognise and reward our talent - especially those with scarce and critical skills and targeted appointment in line with our employment equity objectives.

- Encourage and enable our employees to acquire competencies that allow them to perform their current duties with maximum effectiveness and efficiency, while preparing them for future growth (both personal and institutional).
6. **SCOPE OF APPLICATION**

This policy applies to all permanent and long fixed term (1 year and above) employees of the University.

7. **TALENT MANAGEMENT PROCESS**

7.1 **TALENT IDENTIFICATION CRITERIA**

Talent at UKZN will be identified by assessing the following criteria:

- Performance
- Potential
- Level of Work

7.1.1 **Performance**

The University’s performance management system will be the key tool used to assess individual performance for the purposes of talent management.

7.1.1.1 The Performance Management Process

- All employees are expected to complete their Performance Agreement at the beginning of each performance cycle. Their performance agreement must reflect the output, measures of success and targets, in line with performance expectations for the duration of the cycle.

- The performance cycle for Academics will be between January to December, but the performance review should be completed by March of the following year. Final reviews and contracting for the new period should be finalised between February and March.

- The performance cycle for Support Staff will be from April to March of the following year. Final reviews and contracting for the new period should be finalised between February and March.

- All new employees are expected to complete an initial Performance Agreement and Personal Development Plan (PDP) upon commencement of duty. Their performance agreements must be in line with performance expectations for the duration of their probation.

- All employees are required to complete a PDP which indicate areas of development in relation to the required job output and success measures for their position. In addition all employees will have PDP elements completed in alignment with talent mapping results, to prepare them for future roles.

- The PDP will form the basis for future training needs analysis conducted at UKZN and will inform priorities outlined in the Workplace Skills Plan – in order to bridge the gap between the expected performance output and the competency gap identified in terms of the employee’s performance.

- Line managers are expected to provide continuous performance progress feedback to employees and inform their relevant HR Managers of any poor
performance as soon as it has been identified to ensure effective management of the problem.

- Performance review and assessment is a key feature of the University’s Performance Management System. The aim of the review and assessment process will be to promote strategic alignment, continuous learning and improvement through a process of self-assessment, assessment by line management and feedback. The reviews are also an ideal opportunities to appreciate good performance and to celebrate successes.

- There are two compulsory formal evaluations per cycle, that is mid-year review and year-end assessment, however continuous progress review is encouraged as and when there is a need.

- The outcome of the assessment and the final ratings of staff will be one of the primary inputs into the University’s talent management process.

7.1.1.2 Performance Based Pay

- Any performance bonuses that may be payable are linked directly to the final individual performance rating.

- Employees must successfully complete at least 6 months service and one formal performance assessment as a minimum, at the end of a full performance cycle, to qualify for the performance bonus. All appointments after the mid year assessment will not qualify for performance bonuses in their first year.

- In the event of employees not having completed a full year’s service as at as at the end of a performance cycle, the bonus will be paid on a pro-rata basis.

- All eligible employees must be in service at the end of the performance cycle to qualify for the performance bonus.

- The University reserves the right to not pay performance bonuses based on institutional performance and affordability i.e. minimum levels of institutional financial performance have to be achieved before the performance based pay model is activated.

- This policy must be read in conjunction with the Performance Based Pay Guidelines.

7.1.1.3 The Performance Criteria

The validity of performance management ratings is a critical success factor in the identification of talent. As a criterion for talent identification, it will focus on the following:

- Track record in delivering institutional results across key performance areas

- Employees must achieve performance standards of the current level before being put into talent pools and some of the performance standards at the next level
7.1.2 Potential

Central to identification of talent is the concept of potential. In the context of Talent Management, potential should be seen as the existence of the ability to handle future assignments or ability to operate at the next level and/or sustaining peak performance at the current level. Talent will be identified based on a combination of characteristics that do not change much (e.g. learning agility) and those that develop across time as the person learns to deal with new situations (e.g. business acumen). Therefore Learning Agility and Job Competencies (for the levels above current role) are the fundamental considerations for reliable and valid talent identification.

7.1.2.1 The 3 Categories of Potential

The potential identification process aims to identify employees with the capacity, agility and willingness to learn new things, as well as being able to transfer them into performance in the current and future role. At UKZN potential has been classified into three categories, namely; turn, growth and mastery.

- **Turn Potential**: employees displaying capacity and agility to operate at the next level. They are promotable to the next leadership/specialisation level within 0-1 yr.

- **Growth Potential**: employees displaying capacity and agility to do more. They are promotable to bigger jobs at the same leadership/specialisation level within 2-3yrs.

- **Mastery Potential**: employees displaying capacity and agility for current roles. They are not promotable to the next leadership/specialist level but they are the back-bone of the institutional performance.

7.1.3 Level of Work *(for leadership & specialisation pathways)*

Level of work is level specific deliverable, which describes the increasing layers of complexity as roles change. It is identifiable through complexity, time horizon and work demand (future oriented, extent of contact, responsibility, impact & stakeholders). Each level of work there are level-specific competencies that match to each requisite level of work – which are necessary for success. The pathway’s descriptions & behaviours are level specific rather than job & hierarchy specific. Two talent pathways will exist (leadership & specialisation) and talent mapping will be performed for each pathway to ensure that the pipeline has a pool of suitably qualified talent.

7.1.3.1 Leadership Pathways

Leadership pathway is a career path which consists of five (5) identified leadership levels within the University namely:

- Level 1: Managing Others
- Level 2: Leading Leaders
- Level 3: Leading a Group Function
- Level 4: Leading a College
- Level 5: Leading a University

This pathway will be followed by individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next leadership level - these individuals are willing and passionate about leading others and their departments.

7.1.3.2 Specialisation Pathways

Specialisation pathway is a career path which consists of five (5) identified specialisation levels within the University namely:

- Leading Specialist within the Discipline
- Leading Specialist within the University
- Leading Specialist within the Sector
- Leading Specialist Nationally
- Leading Specialist Internationally

This pathway will be followed by individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next specialisation level - these individuals are passionate independent experts working in collaboration with others on a need basis.

7.1.3.3 Integrated Talent Capability Framework

A Capability Framework describes the broad competencies and behaviours that are required by UKZN to deliver on our strategic mandate. Mapping such a Capability Framework allows us to understand what skills, attributes and qualities we require at each level (leadership/ specialisation pathway) now and in the future.

Each turn to the next level (leadership/ specialisation pathway) is a discontinuous jump, both in terms of work complexity and conceptual thinking. Accordingly, a Capability Framework will be developed for each level, indicating competencies to be acquired, demonstrated and consolidated prior promotion to the next level of work.

There are different kinds of values that individuals should demonstrate as they move up or progress laterally in the organization. The R.E.A.C.H values should be considered critically as talent is identified and developed to fulfill leadership and management responsibilities and will be built into the Talent Capability Framework.

7.2 TALENT REVIEW PROCESS

Our talent management process outlines platforms for retrospective analysis relative to futuristic expected results and determines the type of talent and competencies required relative to challenges posed by our strategic objectives. The purpose of this step is to determine the talent strength of the institution and propose plans to ensure that we retain our talent competiveness.

7.2.1 Talent Identification
• This step is guided by the principle of successful leadership, namely: conceptual, personality and emotional intelligent – and their interdependencies; as well as our components of talent namely performance, potential and leadership-specialisation levels.

• Talent identification process will be supported by results from (1) a performance management rating; (2) a 360° leadership assessment results; (3) personality profile results and (3) the levels of work assessment.

• The choice of tools will be determined by their compliance with our principles of objectiveness, fairness, reliability and racially unbiased. The assessment processes will be used to evaluate potential and suitability for various roles.

7.2.2 Talent Mapping/Profiling

This step is guided by the outcome of talent identification process. The institutional talent shall be profiled in accordance with our performance potential-matrix relative to leadership-specialisation levels. The outcome of this process is a visual and most probably a graphical representation of gaps and strength of each leadership level.

7.2.3 Talent Forums

7.2.3.1 Talent Forums are governance structures consisting of management teams at different levels set up with the aim of identifying and managing talent. The talent forums should be implemented at College and Divisional level. Depending on the size of the operational area, some may need to be clustered together. In order to be effective the, the Talent Forums should meet at least twice a year in line with the performance review cycle.

7.2.3.2 The forums will comprise of the following representation:

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<th>ACADEMIC SECTOR</th>
<th>SUPPORT SECTOR</th>
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<tbody>
<tr>
<td>DVC of College/Division (Chair of Forum)</td>
<td>Executive Director of Division (Chair of Forum)</td>
</tr>
<tr>
<td>Deans &amp; Heads of School within College</td>
<td>Functional Directors within Division</td>
</tr>
<tr>
<td>HR Manager - College/ Manager HRD</td>
<td>HR Manager - Support/ Manager HRD</td>
</tr>
<tr>
<td>Union Representative (in observer status)</td>
<td>Union Representative (in observer status)</td>
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7.2.3.2 The Talent Forums will have the following responsibilities:

• Review and Monitoring performance ratings of all employees as per talent mapping outcome.

• Confirm the talent strength for the college/division and proposed action plans for identified areas.

• Propose and communicate talent plans for each leadership-specialisation level, as well as proposed succession-deployment based strategies within their college/division.
• Define and operationalise the specialisation levels definitions within their college/division.

• Make university-wide proposal and communicate them to the University Talent Forum, which is chaired by the VC and perceived to be an extension of agenda to the current Senior Promotions Committee of the university.

7.2.4 Talent Plans

7.2.4.1 This step is guided by the outcome of the strength of talent per level and the total number of employees per leadership-specialisation level.

7.2.4.2 The plans shall include high level proposal for attraction, deployment, development and retention and engagement.

- Attraction: proposal as to what the college/division must do to attract talent.
- Retention: proposal as to what the college/division must do to retain talent.
- Engagement: proposal as to what the college/division must do to engage talent.

7.3 TALENT DEVELOPMENT

• All employees must be provided equal opportunities with regards to development.

• It is critical to accelerate the development of talent pools to build internal capacity and ensure that there is adequate bench-strength at different leadership/specialisation levels. Accelerating development of talent pools increases chances of advancement and this is critical for retention. However accelerated development should not be regarded as a promise for promotion.

• The type of development that an individual is undertaking should be matched with potential to ensure maximum benefit. If the individuals are too stretched this might lead to failure and vice versa.

• Individual employees that are undertaking development still have a responsibility to perform at acceptable levels.

• It is the responsibility of the institution to provide developmental opportunities.

• It is the responsibility of employees to implement the agreed upon development interventions captured in their Personal Development Plans.

• It is the responsibility of the line manager to provide support and guidance to ensure development takes place.

7.3.1 Development Programmes

7.3.1.1 Engagement-Induction
All new employees (academic and support) are required to complete the compulsory UKZN-Specific Employee Engagement Programmes:

- **UKZN Orientation Programme (12 hours)** - All new employees are required to attend the compulsory UKZN Work Orientation Programme to ensure that they are knowledgeable about university policy, procedures, regulations and guidelines with respect to their specific job description. This programme will be co-ordinated by the Colleges for academic staff and the Executive portfolios for support staff.

- **University Research Induction Programme (8hrs)** – All new academic employees are required to attend the compulsory UKZN research induction session to ensure that they are knowledgeable about university research procedures, guidelines and tools necessary to make success out of research.

### 7.3.1.2 Continuing Professional Development

All new and current (academic and support) employees are required to complete the UKZN-Specific Continuing Professional Development Programmes mentioned below:

- To promote and enable sustainable inclusion and improve broader participation at UKZN, a **Sustainable Inclusion-Diversity Programme** (8 hour or 1 day), coordinated by Human Resources (and facilitated by different experts within UKZN) is to be attended.

- All new and current employees are required to complete Development Programmes that are aligned to the Integrated Talent Capability Framework. Employee will not be allowed to progress up the respective levels without having completed this training and acquired the relevant competencies.

In addition the following will apply to all new and existing academic staff:

- Complete a **University Education Induction Programme** (80 hours) co-ordinated by the University Teaching and Learning Office. The programme, which has been identified through wide consultation, and analyses of university wide student evaluation and opinion surveys, will include modules on: Teaching methods and approaches; Assessments; Curriculum /Course Development and Review; and Research Supervision. It will be offered in multiple formats to accommodate staff diversity.

- The University Education Induction Programme is compulsory for ALL new academic employees and those currently on lecturer level and below. This induction programme must be completed by all staff within a maximum 4-year period (minimum 20 hours or one module per annum). Staff may be exempt from specific programmes on formal evidence of having undertaken equivalent requisite training and development.

- All existing academic staff at senior lecturer level and above will be exempted from the University Education Induction Programme on the basis of an assessment of their Teaching Portfolio at a minimum of Strength (as specified in the Academic Promotions Policy, Procedures and Guidelines).
- All decisions regarding exemptions from the University Education Induction Programme and evaluations of Teaching Portfolios will be made by each of the College Teaching Portfolio Assessment Committees (constituted as per the Academic Promotions Policy, Procedures and Guidelines) and including one Higher Education expert (nominated by the DVC: Teaching and Learning) to serve across all committees.

- All academic staff will need to evidence their ongoing formal and informal staff development activities as part of their Professional Academic Portfolio consisting of the four areas of academic work: Teaching, Research, Community Engagement and University Service and Administration. This portfolio will incorporate the Teaching Portfolio, and provide key evidence for performance management and evaluation, for confirmation of appointment after probation and for promotion purposes.

- Staff may be exempt from specific programmes on formal evidence of having undertaken equivalent requisite training and development.

In the case of academic staff, development activities will form an integral and positive part of the promotion processes at each and every level. Completion of a set of staff development activities provides a fulfillment of listed formal Induction activities; and of a potential eligibility for/readiness to apply for a Promotion.

7.3.2 Training Governance

Staff development will consist of COMPULSORY and/or VOLUNTARY activities for development. The following University committees will be responsible for ensuring and assuring the quality of provisioning the compulsory activities:

- **Strategic Group**: Teaching and Learning (SGTL);
- **Strategic Group**: Research (SGR);
- **University Staffing Committee (USC)**: Institutional Service, Management and Administration.

The Talent Forums will have an oversight role with regard to the implementation of the compulsory development programmes and can recommend changes to the programmes based on their findings.

7.3.3 Talent Development Strategies

A combination of development strategies should be used to enable development.

7.3.3.1 Coaching and Mentoring

- Coaching, counselling and Mentoring will be the key tools used to continuously improve job-related tasks and behaviours and to unlock the potential of employees to exhibit the behaviours and achieve the results expected by the University. Formal counselling, mentoring guidelines and coaching frameworks will be developed in this regard.
• The counseling procedure may lead to a formal disciplinary process if development and support options have been exhausted and performance has not reached satisfactory levels.

7.3.3.2 **Training Courses (Workplace Skills Plan)**

• Formal programmes of learning are critical for transitional learning i.e. when managers transition from one managerial level to the other. This type of training will address knowledge gaps and enable employees to increase breadth of knowledge to be able to effectively operate at different levels. For academics, for example, being able to get research published is essential to move from lecturer level to senior academic levels.

7.3.3.3 **On-the-Job Experiential Learning**

This type of learning is the most effective in ensuring transfer of skills and learning. Examples of on the job learning experiences are:

• Job Rotation/ lateral moves
• Strategic projects
• Action learning project
• Stretch assignments
• International projects
• Acting positions
• Shadow roles

Selection of any of the above interventions should be guided by the type of competency to be developed. Each intervention will work differently for different competencies.

7.3.3.4 **Deployment**

Deployment is a process through which individuals in the talent pools will be put in specific roles or in specific environments and be provided with specific developmental opportunities over a period of time to accelerate development. Deployment of talent may implemented in various ways however to be effective it must take into consideration employee’s needs and institutional realities. Examples of roles in which talent can be deployed include the following:

• Large-scale project roles
• Strategic project roles
• Lateral moves in different divisions to understand the value chain of the institution
• Secondment into strategic roles

It is critical to match developmental needs with opportunities provided by certain roles before deploying employees. This will ensure maximum development exposure. The following criteria should be considered in matching individuals to deployment opportunities:
- Readiness levels
- Willingness
- Availability of roles with appropriate developmental opportunities
- Availability of replacement after deployment

Employees deployed in projects and specific roles should be provided adequate support and mentoring to minimise failure. Where employees are deployed in totally different roles, these should be done in alignment to other processes and policies i.e. promotion, redeployment, recruitment and secondment policies.

7.3.4 Resourcing

7.3.4.1 The extent to which staff learning, training and development can be supported will depend on budgetary constraints and operational needs. The overall budget available for learning, training and development will comprise of:

- The full projected levy rebate from the SETA and
- Top-up funding provided by the University

7.3.4.2 The available budget will be allocated by the Learning, Training and Development Committee as follows:

- The budget for in-house training and development programmes in respect of statutory/ compulsory and institutional/strategic training will be centralised and administered by the Division of Human Resources. The budget for specialized learning, training and development activities not included in the In-House schedule for individuals according to their Personal Development Plans identified through the Performance Management System will be decentralised to relevant University Structures, who must submit a plan in advance of the annual budgeting cycle.

8. EFFECTIVE DATE

The effective date of this policy is 01 January 2012

9. REVIEW DATE

- This policy shall be reviewed at minimum after every three years from effective date.